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ABSTRACT

This is a quarterly digest of information on tests located in the test collection of Educational Testing Service. In addition to the extensive library of tests and other measurement devices, it also includes a special Head Start test collection established to provide information about instruments for those engaged in research or project direction involving young children. New Acquisitions include sections on achievement; common examinations; specialty examinations; personality, interest, attitudes and opinions; and miscellaneous, sensory motor, unidentified. A second section reports announcements received related to tests. A third section reports testing programs for 1972-1973, reporting the test, administration, and contact persons for each. The final section gives addresses of publishers and organizations whose materials and services are mentioned in the Bulletin. (DJ)

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TM 002 148

A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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ED 069697

Eleanor V. Horne, Editor
Vol. 6, No. 3

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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol or .

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 24-27. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the ASIS National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Research in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to ASIS National Auxiliary Publications Service for instructions and a current price schedule.

For additional information about the Test Collection or *Test Collection Bulletin*, write to:

Test Collection
Educational Testing Service
Princeton, New Jersey 08540

Questions about the Head Start Test Collection should be addressed to:

Head Start Test Collection
Educational Testing Service
Princeton, New Jersey 08540

NOTICE TO SUBSCRIBERS OF THE TEST COLLECTION BULLETIN

The *Test Collection Bulletin* is now available on a subscription basis. The $2.00 subscription fee ($2.50 for foreign readers) will help cover the cost of preparation, printing, handling, and mailing. Specific instructions and an order form are provided on the back cover.

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement:

Circuit Tracing Trainer-Tester for a Black and White Television Receiver; c1957; Grades 10-12 and Adults; Van Valkenburgh, Nooger and Neville, Inc.

A series of worksheets which describe a problem in the unit. The examinee must investigate the symptoms, isolate the difficulty, and indicate the part replacements or adjustments needed by erasing ink overprints in designated areas of the worksheets. By numbering each erasure in sequence, the examinee reveals the techniques he uses to identify the cause of and correct the malfunction. The test is scored by determining the adequacy of the problem-solving sequence.

ERCA Standards Physical Fitness Profile for Boys or Girls, Ages 7-11; c1969; Ages 7-11; Educational Research Council of America.

Skills evaluated are: Flexed Arm Hang in seconds, Sit-ups in number, Shuttle run in seconds and tenths, Standing Broad-Jump in feet, 40-Yard Dash in seconds and tenths, Softball Throw in feet, and 400-Yard Run-Walk in minutes and seconds.

Examination in Automotive Mechanics; 1969-1971; Grades 9-12+; Division of Educational Testing, State Education Department, New York.

The test which is revised annually covers Terminology, Identification and Analysis of Defects, Automotive Engines, Running Gear, and Electricity. A copy of the test is available to vocational schools as a sample examination that may be modified by local schools to meet their specific needs.

Examination in Carpentry; 1969-1971; Grades 9-12+; Division of Educational Testing, State Education Department, New York.

Measures knowledge of: Carpentry Practices, Terminology, Carpenter's Calculations, Identification of Building Parts, Tool Usage, and Sketching. The test is available to vocational schools as a sample examination which may be modified to meet the specific needs of a school. The examination is revised annually.

Examination in Machine Shop Practice; 1969-1971; Grades 9-12+; Division of Educational Testing, State Education Department, New York.

Test consists of multiple-choice items, matching items, and multi-part problems in machine shop practices and procedures. The test is revised annually. Sample copies are available to vocational schools with the understanding that the examination may be tailored to the needs of the school or course.

Examination in Mechanical Design and Construction; 1969-1971; Grades 9-12+; Division of Educational Testing, State Education Department, New York.

This examination is available to vocational schools as a sample test. It may be modified in order to make it more appropriate for specific curricula. The first part of the test consists of multiple-choice questions concerning mechanical principles and calculations, and problems that the student must solve. In the second part of the test there is a machine shop option and a metallurgy option. Each option includes multiple-choice items and problems. The examination is revised annually.

Examination in Technical Electricity and Electronics; 1969-1971; Grades 9-12+; Division of Educational Testing, State Education Department, New York.

A multiple-choice test covering Electrical and Electronic Terminology, Calculations, and Principles. There are three optional sections: Advanced Electricity, Advanced Electronics, and Computers. A sample examination is available to vocational schools which may modify the test to meet their instructional objectives.

Examination in Trade Electricity and Industrial Electronics; 1969-1971; Grades 9-12+; Division of Educational Testing, State Education Department, New York.

The first part of the test covers Electrical and Electronic Terminology, Principles, Calculations, and Shop Practices. Optional sections on Advanced Electricity and Advanced Electronics are provided. The examination which is revised annually is available to vocational schools who wish to use the test or tailor it to their courses of study.

Evaluation Test for Occupational Education and Technology by Ronald Todd; c1969; Grades 8-10; Educational Research Council of America.

Designed for the evaluation of progress in occupational education and enterprise classes. The first section of the test consists of a series of pictures and questions to measure the students' knowledge and attitudes concerning jobs, job status, and factors which promote or hinder efficient work performance. The second section of the test assesses creative development, knowledge of the enterprise system, and checks interests and personal achievement.

Graduate Record Examinations: Advanced Tests—German; c1970-Present; Grade 16+; Educational Testing Service for The Graduate Record Examinations Board.

Measures mastery of the German language and its structure and the ability to read German literary prose and poetry with comprehension, appreciation, and sensitivity. The items cover language, literature, civilization, and culture. The test is available for use in institutional programs.

Handwriting Legibility and Evaluation Test: Grades 1-3; c1970; Grades 1-3; Zaner-Bloser Company.

Handwriting samples are evaluated for: Line Quality, Position, Size, Proportion, Slant, Alignment, Legibility of Form, Spacing, Speed and Fluency, and Numerals. For the second and third grades, both manuscript and cursive writing are rated.

Handwriting Legibility and Evaluation Test: Grades 4-8; c1970; Grades 4-8; Zaner-Bloser Company.

Subscores are: Position, Size, Proportion, Line Quality, Slant, Alignment, Speed and Fluency, Numerals, Spacing, and Legibility of Form.

Information Awareness Checklist by Frank E. Williams; Not Dated; Grades 13-16+; Frank E. Williams.

An inventory to determine which educational concepts are familiar to persons enrolled in education programs.

Judgment of the Grammaticalness of Sentences and Phrases by Albert Mehrabian; Not Dated; Ages 2.5-6; Albert Mehrabian.*

An individually administered test in which the examinee is required to select the more grammatically correct member of a pair of phrases or sentences.

* Included in: Mehrabian, Albert. "Measures of Vocabulary and Grammatical Skills for Children Up to Age Six." *Developmental Psychology*, Vol. 2, No. 3, 1970, pp. 439-446.

Mehrabian Picture Vocabulary Test by Albert Mehrabian; Not Dated; Ages 2.5-6; Albert Mehrabian.*

An individually-administered picture vocabulary test in which the referents are single objects.

* Included in: Mehrabian, Albert. "Measures of Vocabulary and Grammatical Skills for Children Up to Age Six." *Developmental Psychology*, Vol. 2, No. 3, 1970, pp. 439-446.

The Normal Handwriting Scale by Albert Grant; Not Dated; Grades 4-8; Zaner-Bloser Company.

A teaching/testing aid which provides a measure of the quality of a student's handwriting and serves as a means by which pupils can evaluate their own writing in terms of definite standards.

Pedagogia y Conocimientos Generales; c1971; Grades 16+; Educational Testing Service.

Designed for the assessment of teachers whose native language is Spanish and who may be under consideration for positions in bicultural or bilingual programs. The test covers Professional Education; Written Spanish Usage; Social Studies, Literature and Fine Arts; and Science and Mathematics.

Physical Fitness Profile for Boys Ages 10-17; Not Dated; Ages 10-17; Educational Research Council of America.

Norms established by the American Association for Health, Physical Education, and Recreation are provided for the following physical fitness skills: Pull-ups in number, Sit-ups in number, Shuttle Run in seconds and tenths, Standing Broad-Jump in feet, 50-Yard Dash in seconds and tenths, Softball Throw in feet, and 600-Yard Run-Walk in minutes and seconds.

Physical Fitness Profile for Girls Ages 10-17; Not Dated; Ages 10-17; Educational Research Council of America.

Norms established by the American Association for Health, Physical Education, and Recreation are provided for the following physical fitness skills: Flexed Arm Hang in seconds, Sit-ups in number, Shuttle Run in seconds and tenths, Standing Broad-Jump in feet, 50-Yard Dash in seconds and tenths, Softball Throw in feet, and the 600-Yard Run-Walk in minutes and seconds.

Primary Economics Test by A. Guy Larkins and James P. Shaver; 1967; Grade 1; A. Guy Larkins.

A verbally administered test of knowledge of economics. The items are written with reversals and scored using matched pairs. For every item for which the correct response is "yes", there is a matching item for which the correct response is "no". The student is required to respond correctly to both items in the matched pair before receiving credit for either item.

Questions and Problems in Science: Test Item Folio No. 1 by Paul L. Dressel and Clarence H. Nelson; c1956; Grades 9-16; Cooperative Tests and Services, Educational Testing Service.*

A collection of test items in the biological and physical sciences. The items are group according to subject matter and are keyed to the subcategory numbers of the cognitive domain of the *Taxonomy of Educational Objectives* (Bloom). Although designed for introductory college science courses in the mid 1950's, many of the items are now appropriate for high school courses. The Folio was designed to aid college instructors in developing tests which would reflect local course content and objectives.

* Available as ERIC Document ED 054231.

Reading Comprehension Test DE by E. L. Barnard; c1963-67; Ages 10-12.6; Ginn and Company Ltd., Great Britain.

A measure of comprehension of reading passages. Subscores are: Global Understanding, Ability to Draw Conclusions from What Is Read, Understanding of Individual Words and Phrases, and Ability to Read for Detail.

Reading Skills Diagnostic Test: Group Form by Richard H. Bloomer; c1971; Grades 1-6; Brador Publications, Inc.

Designed to assist the classroom or remedial reading teacher to determine the specific nature of reading difficulties. Subscores are: Letter Identification (recognition of isolated letters of the alphabet and recognition of letters in a word context); Simple Phonics (ability to sound out words); Phonetically Consistent Words (ability to blend isolated letters into word units); Phonetically Inconsistent Words (familiarity with phonetically inconsistent words taken from the Dale-Chall list); Letters in Context (the ability to select the right letter from a limited number of possibilities and make a word which will fit into a context); and Words in Context (measures knowledge of language patterns). The author provides suggestions for classroom activities to assist in the remediation of the reading difficulties identified by the test.

Reading Test A; c1968-70; Ages 7-8; Ginn and Company Ltd., Great Britain.

A reading test consisting of items of the sentence completion type.

Reading Test AD by A. F. Watts; c1956-70; Ages 7-11; Ginn and Company Ltd., Great Britain.

A measure of reading comprehension with items of the sentence completion type. The student is instructed to select the one word from five choices that will complete the sentence best.

Reading Test BD; c1967-69; Ages 8-11; Ginn and Company Ltd., Great Britain.

A measure of reading comprehension. The items, which are of the sentence completion type, are presented in continuous form and graded for difficulty.

School Personnel Research and Evaluation Services (SPRES); c1971; Grades 16+; Educational Testing Service.

A program of tests and related services designed to measure the competence of individuals in professional education, general education, and selected educational specialty areas. The tests are designed as an aid in the evaluation of school staff; the assessment of the effects of inservice training; the selection and identification of staff members to participate in leadership development programs; and as an aid in the selection of principals, assistant principals, superintendents, guidance counselors, and special teachers. The examinations and services are provided under contractual arrangements. Included in SPRES are two types of tests—the Common Examinations, a battery of four tests, and series of 20 Specialty Examinations. Each is described below.

Common Examinations

Professional Information: Includes questions on topics such as human growth and development, motivation, nature and nurture of learning, personality and adjustment, measurement and evaluation, history and evaluation, history and philosophy of education, the organization and administration of American school systems, relationship of school and society, teacher's professional role, classroom organization and management, organization of instructional materials, and the instructional behavior of teachers.

Science and Mathematics: Covers basic concepts and generalizations and the ability to recognize and apply these concepts and principles in various situations.

Social Studies, Literature, and Fine Arts: Items are designed to measure broad understanding rather than intensive preparation in the three areas.

Written English Expression: Covers grammatical construction, punctuation, capitalization, word usage, and sentence construction.

Specialty Examinations

Art Education: Measures knowledge of art, art criticism, techniques and media, current theories of art education, comprehension of concepts and principles of teaching and learning, educational objectives, and evaluation techniques related to the teaching of art. The major content areas covered are: sociocultural art history, basic knowledge of art, role of the expressive means inherent within the tools and processes used, basic philosophies of art education, status of art in education and society, the teaching of art in relation to psychophysical development, and techniques and media.

Biology and General Science: Measures knowledge and understanding of biology and general science as taught at the secondary school level. The major content areas under biological science are: subcellular, cellular, and organismal levels of biology covering such areas as development, heredity, evaluation, ecology, and populations. The general science section covers: chemistry, physics, astronomy, space, geology, oceanography, and meteorology.

Business Education: Content areas covered are office skills (including typing, shorthand, office procedures, equipment, materials and techniques, and how to use them); accounting (handling of accounts, financial reports, payroll and taxes, source documents, and interpretation of accounting records); distribution (instructional approaches, marketing, advertising, and service-related occupations); basic business (fiscal and monetary policies, international trade, supply and demand, contracts and negotiable instruments, role of government in the economy, banking services, insurance and investments, labor management relations, transportation and communications); and data processing (including systems concepts, business applications, equipment, basic principles and terminology.

Chemistry, Physics, and General Science: Covers: basic measurements in physics and chemistry, laboratory procedures, properties of atoms and molecules, the mechanics of solids, mechanics of liquids and gases, electricity and magnetism, waves and wave behavior, atomic structure, stoichiometry, kinetics, equilibrium, oxidation and reduction reactions, chemical bonding, the periodic table, descriptive chemistry, biology, and the earth and spaces sciences.

Specialty Examinations (Continued)

Early Childhood Education: Emphasis is placed on the concepts typically included in programs for educators preparing to work with children below the fourth grade. Questions cover all the curriculum areas included in the early grades; understanding of the interrelatedness of concepts within and among the subject areas; understanding of cognitive processes and ways of fostering their development; understanding of the relatedness of cognitive processes within and among the various disciplines and school subjects; understanding of basic concepts concerning growth and development of the child and how he learns; utilizing information relative to changes in the behavior of the learner as a basis for evaluation and planning of further learning; and awareness of information about current educational theory, practices, trends, and research.

Education in the Elementary School: Measures knowledge of curriculum areas (Grades 1-8) as it relates to the following abilities: understanding basic concepts and principles within each subject area; understanding the interrelatedness of concepts within and among subject areas; understanding cognitive processes and ways of fostering their development; understanding the relatedness of cognitive processes within and among the various disciplines and subjects; understanding basic concepts concerning growth and development of the child and how he learns; selecting, planning, and organizing appropriate opportunities to meet objectives; utilizing information relative to changes in the behavior of the learner as a basis for evaluation and planning of further learning; and awareness of information about current educational theory, practices, trends, and research.

English Language and Literature: Measures familiarity with the skills useful to educators working with secondary school English curriculum. Content areas are: literature, composition and rhetoric, language, and professional information and reference skills. Some questions require the recall of factual information, others require the application of pedagogical principles to particular teaching situations, the interpretation of literary materials, and making judgments and evaluations about student learning.

French: Covers knowledge of language teaching methods and familiarity with the basic concepts of applied linguistics as related to the teaching of French; proficiency in French as reflected in reading ability and the recognitional control of grammar; and knowledge of French civilization and culture.

Guidance Counselor: Measures familiarity with the concepts and principles useful to those working as guidance counselors at the secondary level. Areas covered are: the aims and purposes of guidance, the social context in which guidance is conducted, techniques for understanding the individual, and the organization and administration of guidance.

Home Economics Education: Emphasis is on the basic concepts of home economics education. Items dealing with home economics cover the following areas: human development and the family; home management, family economics, and consumer education; foods and nutrition; textiles and clothing; and housing. The questions concerning the teaching of home economics are concerned with: the philosophy of home economics education, the professional roles of home economics teachers, program planning in home economics education, and educational processes and resources in teaching home economics.

Industrial Arts Education: Measures knowledge of basic facts, concepts, and principles relating to the teaching of industrial arts on the secondary level. Emphasis is placed on subject matter of specific industrial arts courses (general industrial arts, drafting, electricity-electronics, graphic arts, metals, woods, plastics, power mechanics, and crafts); the history and philosophy of industrial arts; professional literature and organizations in industrial arts, and federal legislation related to industrial arts.

Mathematics: Measures knowledge and abilities expected of those who are familiar with teaching mathematics at the secondary level. Item covers basic arithmetic, elementary algebra, advanced placement calculus, abstract and linear algebra, finite mathematics, number theory, and statistics and probability. Areas included are items on pedagogical concepts, current trends, curricular developments, and the history of mathematics.

Music Education: Content areas are: music history (including repertoire, style and periods, and basic source materials); theory (including chordal, melodic and rhythmic recognition, cadences, counter point, modulation, form and structure, vocal and instrumental arranging); conducting (including terminology and symbols, tone production and pitch, ensemble balance and articulation, transposition, rehearsal techniques, and the role of the conductor); curriculum experiences (general considerations in planning music experiences, the general music class, individual vocal and instrumental instruction, instrumental and vocal ensembles); and professional information (curriculum trends, professional literature and organizations, professional ethics, and organizational, administrative, and supervisory practices).

Physical Education: Tests familiarity with the skills and knowledge needed to teach men's or women's physical education. Content areas are: history and philosophy of physical education; psychological, sociological, and biological foundations of physical education; curriculum content; organization and administration of physical education; tests and measurements; and health, safety, and recreation.

Reading Specialist: Emphasis is placed on concepts and principles related to: the nature of language; the developmental characteristics of the learner; diagnosis and evaluation of reading differences and difficulties; methods and techniques used in reading instruction; means of developing tastes and interests in reading; the use of student materials and equipment; resources available to the reading teacher; and the principles of providing instructional leadership. Test questions are specific either to the primary level or to the intermediate level, or they are generally applicable to all grades from kindergarten through grade eight.

School Administration and Supervision: Measures knowledge and understanding of administration and supervision of the elementary school. Emphasis is placed on pupil personnel, teaching personnel, instructional facilities, school-community relations, school buildings and grounds, supply services, special facilities, finance, school law, the supervisory process, and techniques for improving instruction.

Secondary School Administration: Covers concepts and principles related to pupil personnel, teaching personnel, school-community relations, instructional facilities, special facilities, school buildings, and grounds, supply services, budget and finance, and school law.

Secondary School Supervision: Focuses on methods and techniques for improving instruction, general principles of supervision, general teaching methods, school-community relations, and evaluation procedures.

Social Studies: Covers knowledge and skills related to the teaching of social studies on the secondary level. Content areas are: American history; world history (with emphasis on modern world history); government (emphasis on the American political system); basic concepts of economics, basic principles of physical, cultural, and economic geography; sociology and anthropology; and professional education (the history of social studies education, curriculum, selection and organization of instructional materials, and methods of inquiry).

Spanish: Measures proficiency in Spanish as reflected in reading ability and the recognitional control of grammar; knowledge of Spanish civilization and culture; and knowledge of language teaching methods, including a familiarity with basic concepts of applied linguistics as related to the teaching of Spanish.

Students Typewriting Tests: Typewriting I—First Semester (Volume 15) by Ruthetta Krause; 1958; Grades 7-12+; National Business Education Association.

Subscores are: Timed Writing (five minutes), Theme Writing, Centering, and Letter Writing. The work samples are scored for speed and accuracy.

Students Typewriting Tests: Typewriting II—Second Semester (Volume 15) by Ruthetta Krause; 1958; Grades 7-12+; National Business Education Association.

A work sample test which is scored for speed and accuracy. Subscores are: Timed Writing (five minutes), Business Letters With Corrections, Tabulation, and Manuscript.

Students Typewriting Tests: Typewriting III—Third Semester (Volume 15) by Ruthetta Krause; 1958; Grades 7-12+; National Business Education Association.

A work sample test scored for speed and accuracy. Subscores are: Business Letter with Tabulations, Interoffice Memorandum; Business Form (Invoice), and Timed Writing (five minutes).

Students Typewriting Tests: Typewriting IV—Fourth Semester (Volume 15) by Ruthetta Krause; 1958; Grades 7-12+; National Business Education Association.

A work sample test scored for speed and accuracy. Subscores are: Form Letters, Rough-Draft Tabulation, Business Forms, and Timed Writing (five minutes).

Test Reservoir for Aide Instructors in Nursing; 1965; Adults; National League for Nursing.

A pool of 200 multiple-choice questions on knowledge needed by nursing aides working on adult medical-surgical units in general hospitals. Many of the questions are applicable to nursing homes as well. The items can be assembled into tests which meet the needs of the school or agency. Topics covered are: Job Adjustments (Including Ethics, Lines of Authority, and Relationships); Hygiene and Comfort; Observing and Recording; Bedmaking and Care of the Environment; Positions and Moving; Treatments and Equipment and Its Care; Feeding and Foods; Emergencies; and Patient Needs and Care Based on the Kind or Stages of Illness or the Length of Hospitalization.

Testing the Aide's Skills with Children; 1967; Grades 10-12 and Adults; National League for Nursing.

A pool of 200 multiple-choice questions on knowledge needed by nursing aides working with children in hospitals and child care institutions. The items can be assembled into tests which are tailored to the needs and/or curriculum of the school or agency. Topics covered are: Job Adjustments (including Ethics, Lines of Authority, and Relationships); Hygiene and Comfort; Observing and Recording; Bedmaking and Care of the Environment; Positions and Moving; Treatments and Equipment and Its Care; Feeding and Foods; Emergencies; Special Needs and Problems Related to Hospitalization; Growth and Development; and Exceptional Children (the mentally retarded, the physically handicapped, and the disturbed child).

Tool for Evaluating the Abilities and Competencies of Home Health Aides; 1969; Adults; National League for Nursing.

A pool of 200 multiple-choice items which can be assembled into tests which meet the specific needs of agencies or institutions that employ or train home health aides. The items in the pool cover: Job Adjustments (Including Ethics, Lines of Authority, and Relationships); Hygiene and Comfort; Observing and Recording; Beds, Bedmaking, and Care of the Environment; Positions and Moving; Treatments and Equipment and Its Care; Feeding and Foods; Emergencies; Patient Needs and Care Based on Age and Type of Illness or Problem; and Child Care.

Trainer-Tester for Radar Special Circuits; c1954; Grades 10-12 and Adults; Van Valkenburgh, Nooger and Neville, Inc.

A series of worksheets which describe a problem in the unit. The examinee must analyze the symptoms, isolate the problem, and indicate part replacements or adjustments by erasing ink overprints in designated areas of the worksheet. By numbering each erasure in sequence the examinee reveals his problem-solving techniques. The task is scored by judging the adequacy of the problem-solving sequence.

Troubleshooting Trainer-Tester Device for a Basic Positioning Servo System; c1954-61; Grades 10-12 and Adults; Van Valkenburgh, Nooger and Neville, Inc.

A series of 8 worksheets which describe a problem in a one- or two-speed basic positioning servo system. The examinee must investigate the symptoms, isolate the problem, and indicate part replacements or adjustments by erasing ink overprints in designated areas of the worksheet. By numbering each erasure in sequence, the examinee reveals his problem-solving techniques. The test is scored by judging the adequacy of the problem-solving sequence.

Troubleshooting Trainer-Tester Device for a Black and White Television Receiver; c1954-61; Grades 10-12 and Adults; Van Valkenburgh, Nooger and Neville, Inc.

A series of 3 worksheets which describe a problem with a black and white television set. The examinee must analyze the symptoms, isolate the problem, and indicate part replacements or adjustments by erasing ink overprints in designated areas of the worksheet. By numbering each erasure in sequence the examinee reveals his problem-solving techniques. The task is scored by judging the adequacy of the problem-solving sequence.

Troubleshooting Trainer-Tester Device for Electronic Circuits; c1954-65; Grades 10-12 and Adults; Van Valkenburgh, Nooger and Neville, Inc.

A series of 12 worksheets which describe a problem with an electronic circuit. The examinee must analyze the symptoms, isolate the problem, and indicate part replacements or adjustments by erasing ink overprints in designated areas of the worksheet. By numbering each erasure in sequence the examinee reveals his problem-solving techniques. The task is scored by judging the adequacy of the problem-solving sequence.

Troubleshooting Trainer-Tester Device for the Superheterodyne Receiver; c1954; Grades 10-12 and Adults; Van Valkenburg, Nooger and Neville, Inc.

A series of 24 worksheets which describe a problem in a superheterodyne receiver. The examinee must analyze the symptoms, isolate the problem, and indicate part replacements or adjustments by erasing ink overprints in designated areas of the worksheet. By numbering each erasure in sequence the examinee reveals his problem-solving techniques. The task is scored by judging the adequacy of the problem-solving sequence.

Troubleshooting Trainer-Tester for the Push-Pull Amplifier; c1954; Grades 10-12 and Adults; Van Valkenburgh, Nooger and Neville, Inc.

A series of 12 worksheets that describe a problem with a push-pull amplifier. The examinee must analyze the symptoms, isolate the problem, and indicate part replacements or adjustments by erasing ink overprints in designated areas of the worksheet. By numbering each erasure in sequence the examinee reveals his problem-solving techniques. The task is scored by judging the adequacy of the problem-solving sequence.

Troubleshooting Trainer-Tester for the Three Stage Transmitter; c1954; Grades 10-12 and Adults; Van Valkenburgh, Nooger and Neville, Inc.

A series of 12 worksheets which describe a problem in a three stage transmitter. The examinee must investigate the symptoms, isolate the difficulty, and indicate the part replacements or adjustments needed by erasing ink overprints in designated areas of the worksheets. By numbering each erasure in sequence, the examinee reveals his troubleshooting techniques. The test is scored by determining the adequacy of the problem-solving sequence.

Tube Pulling Trainer-Tester for a Black and White Television Receiver; c1957; Grades 10-12 and Adults; Van Valkenburgh, Nooger and Neville, Inc.

A worksheet which describes either a tube pulling or a control adjustment problem in a black and white television receiver. The examinee must analyze the symptoms, isolate the problem, and indicate part replacements or adjustments by erasing ink overprints in designated areas of the worksheet. By numbering each erasure in sequence the examinee reveals his problem-solving techniques. The task is scored by judging the adequacy of the problem-solving sequence.

Twentieth Century Bookkeeping and Accounting: Bookkeeping Tests, First Year (Twenty-Third Edition); c1968; Grades 10-16; South-Western Publishing Company.

A series of tests designed for use with the elementary and first year course of *Twentieth Century Bookkeeping and Accounting, Twenty-Third Edition,* but may be used with many other textbooks. The eight tests in this series are:

Test I: Covers Opening Accounts, Journalizing, and Posting.

Test II: Focuses on Ledgers, the Worksheet, and Financial Statements.

Test III: Special Journals, Subsidiary Ledgers, and Bank Services.

Test IV: A comprehensive measure of the areas covered in Tests I, II, and III.

Test V: Covers accounting procedures necessitated by the end of a fiscal period.

Test VI: Recording Special Bookkeeping Transactions and Automated Data Processing.

Test VII: Focuses on Fixed Asset Problems, Uncollectable Accounts, and Use of Cash Register.

Test VIII: Covers Columnar Journals, Notes and Interest, and Accrued Income and Expense.

Aptitude:

Dodwell's Number Concept Test by Peter C. Dodwell; Not Dated (circa 1960); Ages 5-8; Peter C. Dodwell. Canada.

A semistructured interview designed to assess the child's understanding of number concepts. The test is based on Piaget's age-maturational theory concerning the development of number concepts among children. The examinee is allowed to manipulate the test materials, then make judgments about the quantities of numbers, and explain his response. The items cover seriation, cardination and ordination, relation of perceived size to number (conservation); provoked correspondence; and unprovoked correspondence.

English Picture Vocabulary Test I, Preschool Version by M. A. Brimer and Lloyd M. Dunn; c1962; Ages 3-5; Educational Evaluation Enterprises, Great Britain.

An individually administered measure of listening vocabulary and verbal ability. The test is functionally independent of reading skill. The child's task is to select from four pictures the one that corresponds to a spoken word.

English Picture Vocabulary Test 3 by M. A. Brimer and L. M. Dunn; c1968; Ages 11-18 and Over; Educational Evaluation Enterprises, Great Britain.

A measure of listening vocabulary which may be used as a predictor of academic aptitude. The test provides an indication of the level of lexical difficulty, within an English semantic context, at which an individual is capable of listening comprehension.

Preschool and Early Primary Skill Survey by John A. Long Jr., Morton Morris, and George A. W. Stouffer Jr.; c1971; Ages 3-7; American Test Bureau.

An aid in screening children to identify those who may need specialized diagnostic procedures. Test results can be used in assigning instructional materials and/or remedial activities. Subscales are: Picture Recognition, Picture Relationships, Picture Sequences, and Form Completion. The test assesses the child's ability to recognize and identify familiar pictures when named; to match or relate pictures of objects or scenes which commonly occur together, to follow a sequence of events shown in picture form and to determine their natural outcome; and to perceive and delete omitted parts of incomplete forms using completed models as copy guides. The test can be administered to small groups of children.

Similes Test by Charles E. Schaefer; c1971; Grades 4-16 and Adults; Research Psychologists Press, Inc.

A measure of creativity—specifically poetic expression—using an open-ended format in which the examinee completes the simile in anyway he wishes. Performance on the test is a reflection of intuitive perception of the similarity among diverse and seemingly dissimilar objects or qualities. The test is designed for use in the identification of creative literary talent and the evaluation of education programs devised to foster creativity.

Territorial Decentration Test by Joseph P. Stoltman; 1971; Ages 5-12; Joseph P. Stoltman.

An individually administered test based on Piaget's theory and concept of territory. Subtests are: Verbal Territorial Identification, Verbal Territorial Relationship, Territorial Inclusion Using Written Symbols, and Territorial Inclusion Using Props.

WLW Employment Inventory III edited by L. D. Edmonson; c1969-70; Adults; William, Lynde and Williams.

An untimed measure of mental ability which yields a Verbal, Numerical, and Nonverbal score. The Verbal sections consists of word meaning, verbal analogies, and general information items. The Numerical section includes items in number sequences, arithmetic and word problems. Like figures, series, component parts, etc. make up the Nonverbal section.

Personality, Interests, Attitudes, and Opinions:

Affect Scale Form A by Ricardo Girona; Not Dated; Adults; Ricardo Girona.

A measure of positive self regard which requires the subject to rate himself on a seven-point semantic differential scale.

Affectivity Interview Blank by Elizabeth Mechem Fuller; 1951; Ages 5-12; Child Development Laboratories, University of Michigan.

A structured interview which provides a general estimate of affectivity, the tendency to react easily with feeling and emotion.

Aggression Scale by Knud S. Larsen; Circa 1970; Adults; Knud S. Larsen.*

A measure of aggression which does not utilize items involving fantasy, but rather incorporates items covering a range of attitudinal objects such as war, capital punishment, and minority group members.

* Included in: Larsen, Knud S. "Aggression-Altruism: A Scale and Some Data on Its Reliability and Validity." *Journal of Personality Assessment*. Vol. 35, No. 3, 1971.

Children's Social Desirability Questionnaire by Virginia C. Crandall, Vaughn J. Crandall, and Walter Katkovsky; Circa 1965; Grades 3-12; Virginia C. Crandall.

A measure of the tendency to give socially approved responses. The respondent is asked to indicate whether he behaves according to approved middle class mores, if he ever behaves in a deviating fashion, or whether he sometimes thinks or acts in an acceptable manner. A true-false form of the scale is recommended for group administration for children in grades six through twelve; a direct-question form is recommended for use with individual oral administration for younger children.

Choice-Motivator Scale by Roy M. Hamlin, and Robert S. Nemo; 1962; Grades 2-16 and Adults; H. Carl Haywood.

Measures motivation-hygiene orientation. A hygiene-oriented individual is motivated by extrinsic environmental factors such as the need for security, need for comfort, avoidance of stress and difficult tasks, etc. The motivator-oriented person is motivated by intrinsic self-actualizing factors such as the desire for achievement, responsibility, interest in work, a tendency to approach tension-inducing situations, etc.

Classroom Behavior Inventory: Preschool to Primary by Earl S. Schaefer and May Aaronson; 1967; Preschool-Grade 3; Earl S. Schaefer.

Subscales are: Verbal Expressiveness, Hyperactivity, Kindness, Social Withdrawal, Perseverance, Irritability, Gregariousness, Distractibility, Considerateness, Self-Consciousness, Concentration, and Resentfulness. The inventory is based on a hierarchal approach to the organization of behavior based on three levels of generality which are specific observable behaviors (as represented by the 60 items), traits (as represented by the 12 subscales, and broad factors which are Extraversion vs. Introversion, Love vs. Hostility, and Positive Task-Oriented vs. Negative Task-Oriented).

Classroom Behavior Inventory: Short Form by Earl S. Schaefer and May Aaronson; 1970; Kindergarten-Grade 12; Earl S. Schaefer.

An 18-item inventory for rating the characteristic behavior of the child. Subscales are: Extraversion, Task-Oriented, Introversion, Distractibility, Hostility, and Considerateness.

Day Care Behavior Inventory: Short Form—Preschool Age by Earl S. Schaefer and May Aaronson; Not Dated; Preschool; Earl S. Schaefer.

A 30-item inventory for rating the characteristic behavior of the child while in the day care center. Subscales are: Extraversion, Task-Oriented Behavior, Introversion, Hostility, Distractibility, and Considerateness.

Home Behavior Inventory by Earl S. Schaefer and May Aaronson; Not Dated; Preschool; Earl S. Schaefer.

A 30-item inventory for rating the characteristic behavior of the child in his home. Ratings are made by the child's parent or guardian. Subscales are: Extraversion, Task-Oriented Behavior, Introversion, Hostililty, Distractibility, and Considerateness. The *Home Behavior Inventory* is a companion measure to the *Day Care Behavior Inventory: Short Form—Preschool Age*. (See entry above.)

Individual Self-Concept Interview by Ann FitzGibbon and Glen Nimnicht; Not Dated; Ages 5-6; Ann FitzGibbon.

Measures the child's perception of his cognitive skills and his ego capacity for managing these skills. In the semi-structured interview the child is asked about his general intelligence, language and reading skills, and his attention span. The ego resources assessed are: motivation, interest, and social maturity as reflected in classroom decorum, promptness, compliant attitude, and interaction with peers.

Infant Behavior Inventory by Earl S. Schaefer and May Aaronson; 1967; Ages 1-3 years; Earl S. Schaefer.

A 115-item inventory for rating the behavior characteristic of the young child. Subscales are: Attentiveness, Negativism, Cheerfulness, Fearful, Withdrawal, Fatigue, Concentration, Belligerent, Hyperactivity, Enthusiasm, Passivity, Rapidity, Contentment, Distractibility, Gregariousness, Perseverance, Irritability, Inquisitiveness, Self-Consciousness, Positive Social Response, Monotonous Behavior, Negative Affect, and Verbal Expressiveness.

Intellectual Achievement Responsibility Questionnaire by Virginia C. Crandall, Walter Katkovsky, and Vaughn J. Crandall; Grades 3-12; Virginia C. Crandall.

A forced-choice measure which provides assessments of children's beliefs that they, rather than others, are responsible for their intellectual and academic successes and failures. Subscale scores assess internal-external control separately in success and failure situations.

Interaction Scale: Revised; Circa 1968; Adults; Regional Rehabilitation Research Institute, University of Utah.*

Designed to assess the interaction pattern in the client-counselor dyad—the extent to which the client and counselor understand each other's feelings and develop positive attitudes toward the other. Four subscores can be derived from the Expression Scale and Perception Scale. The subscores are: Counselor Expression Score, Counselor Perception Score, Client Expression Score and the Client Perception Score.

* Included in: Jorgensen, G. O., Janzen, F. V., Samuelson, C. O., and McPhee, W. M. *Utah Studies in Vocational Rehabilitation-Interpersonal Relationships: Factors in Job Placement.* Salt Lake City, Utah: University of Utah, 1968 (Bulletin #3).

Loney Draw-A-Car Test by Jan Loney; c1970; Ages 8-19 (approximate); Jan Loney.

A general projective test. The child is asked to draw a car and is then asked a series of projective questions. The test is based on the premise that when asked to draw a car, the child will invariably depict himself.

Marriage Scale by J. Gustav White; c1970; Adults; Psychologists and Educators, Inc.

Designed for use in pre-marital and marital counseling as an aid in determining compatibility of interests. Both partners complete the scale and their responses are compared. The factors rated are: Mutual Understanding, Outlook on Life, Religion, Love, Intercommunication, Objectionable Habits, Pleasures, Relatives, Children, Sex, Occupations, Interests, Esthetic Tastes, Finances, and Major Plans.

The Most Unpleasant Concept Test by Molly R. Harrower; Circa 1950; Adults; Molly R. Harrower.*

A group-administered general projective drawing test which requires the examinee to draw the most unpleasant "thing" that comes to his mind. Psychologically neutral responses, such as death, pain, illness, and war are not considered since they reflect popular and somewhat objective appraisals of the unpleasant. Common "non-neutral" responses are classified as: the Unpleasant Within (loneliness, bizarre fantasies); the Unpleasant Outward (specific persons, animals), the Unpleasant as Sex, the Unpleasant Evaded, and Failure (the classification used when the idea is too disturbing for the examinee to convey).

* Included in: Harrower, Molly R. "The Most Unpleasant Concept Test: A Graphic Projective Technique". *Journal of Clinical Psychology,* July 1950, Vol. 6, No. 3, pp. 213-233.

Philosophies of Human Nature Scale by Lawrence S. Wrightsman; 1964-71; Adults; Lawrence S. Wrightsman.

Designed to assess philosophy of human nature—that is, the expectancies that people have about the ways in which other people generally behave. Subscales are: Trustworthiness, Altruism, Independence (the extent to which a person can maintain his beliefs with social pressures for conformity), Strength of Will and Rationality (the extent to which people understand the motives behind their behavior and the extent to which they have control over their outcomes), Complexity of Human Nature, and the Variability in Human Nature.

Program Aide Attitude Test by Barry J. Zimmerman; Circa 1970; Adults; Arizona Center for Early Childhood Education, University of Arizona.*

A simplified and abridged version of the *Survey of Educational Attitudes* by Rosenthal et al. The reading level is appropriate for teacher aides. The test measures attitudes concerning classroom applications of reinforcement principles and the nature and needs of disadvantaged children.

* The test is included in: Zimmerman, Barry J. "Experimental Program Impact on Attitudes of School Personnel." The *Journal of Experimental Education,* Vol. 38, No. 4, Summer 1970. Pp. 88-92.

Psychological Screening Inventory, Research Edition by Richard I. Lanyon; c1968; Adults; Richard I. Lanyon.

A brief screening device for use in mental health related settings where time and highly skilled clinical personnel are limited. Five subscores are included. The Alienation Scale indicates the similarity of the respondent to hospitalized psychiatric patients. The Social Nonconformity Scale indicates the similarity of the examinee to incarcerated prisoners whose antisocial behavior resulted in institutionalization. Anxiety or perceived maladjustment is assessed by the Discomfort Scale. The Expression Scale measures extraversion or undercontrol. The Defensiveness Scale is concerned with the degree of defensiveness characterizing the examinee's responses.

Questionnaire on Interracial and Social Attitudes for Black Secondary Students; Not Dated; Grades 9-12; School of Education, Center for the Study of Metropolitan Problems in Education, University of Missouri—Kansas City.

Reid Report; c1971; Adults; John E. Reid and Associates.

An inventory designed as an aid in the prediction of the likelihood that an employee will steal from his employer. The first section of the inventory measures punitiveness as reflected in attitudes toward punishment for crimes of theft. The second section of the inventory elicits biographical data such as employment history, education, personal history, financial history and indebtedness, medical and social history (use of alcohol and drugs, and experiences with the police concerning questioning, arrests for, and conviction of a variety of theft-related crimes and gambling practices). In the third section of the test there is a list of questions to which a "yes" response is an admission of a committed theft or embezzlement. The publisher planned the transparency of the test so that the purpose of the inventory would be obvious to the examinee.

Responsive Self-Concept Test: Revised by Ann FitzGibbon; c1970; Grades 1-2; Ann FitzGibbon.

The test consists of two sections: a teacher's rating scale to assess psycho-social factors and a picture projective section which is available in separate male and female forms for Mexican or Spanish Americans, Orientals, blacks, and whites. The factors assessed are: Self-Awareness, Emotional Affect, Relationship with Family, Relationship with Peers, Verbal Participation, Approach to Learning, Reaction to Success/Failure, Self-Satisfaction, and Level of Aspiration.

S-D Proneness Checklist by William T. Martin; c1970-71; Children and Adults; Psychologists and Educators, Inc.

An interview checklist of depressive and suicidal symptoms which is completed by the interviewer, therapist, relative, or friend of the patient. The checklist yields a Suicide Score, a Depression Score, and a Total Suicide-Depression Proneness Score.

School Morale Scale by Lawrence S. Wrightsman, Ronald H. Nelson, and Maria Taranto; 1968; Grades 4-9; Lawrence S. Wrightsman.

Measures students' attitudes toward various aspects of the school experience especially those aspects that contribute to the student's feelings about school and the types of innovative activities such as Title III Projects. Specifically the scale measures attitudes toward: the school plant or building; the quality of instruction and instructional materials; school administrative personnel, rules and regulations, guidance personnel, etc.; community support of the schools and parental involvement in education; relationships with other students; teacher-student relationships; and general feelings about attending school.

School Observation Schedule by Saul Cooper, William Ryan, and B. R. Hutcheson; Circa 1959; Grade 1; South Shore Mental Health Center.

An aid in the early identification of children who are likely to be diagnosed by a psychiatrist as moderately or severely emotionally disturbed. Ratings can be made by the teacher after observing the child's classroom behavior.

Sears Self-Concept Inventory: Abbreviated Form by Pauline S. Sears; 1966; Grades 3-6; Pauline S. Sears.

A 48-item scale on which the child rates himself in terms of the following factors: Physical Ability, Attractive Appearance, Convergent Mental Ability, Social Relations With the Same Sex, Social Virtues, Divergent Mental Ability, Work Habits, Happy Qualities, and School Subjects. The inventory can be group administered. The vocabulary of the test is suitable for "bright" third-graders and older children.

Self-Concept Target Game by Ann FitzGibbon; 1970; Ages 9-10; Ann FitzGibbon.

An individually administered measure of self-concept in terms of the child's willingness to take reasonable risks of failure, make positive estimates of his ability to perform a task, make realistic statements about the probability of being right or wrong, learn from errors and corrections, use failure in a productive manner, take credit for accomplishments, and acknowledge failure.

Social Reaction Inventory; Not Dated; Adults; Follow Through Project, Institute for Development of Human Resources, University of Florida.

Designed to determine how individuals perceive certain events as affecting people.

Socialization Scale by James W. Bommarito; Circa 1964; Kindergarten; James W. Bommarito.

A behavioral rating scale for assessing social adjustment within the classroom. Items focus on aggression, social maladjustment, educational maladjustment, and behaviors indicative of internal unhappiness.

Student Self-Assessment Checklist by Herbert J. Klausmeier; 1970; Kindergarten-Grade 6; Wisconsin Research and Development Center for Cognitive Learning.*

A measure of motivation to succeed in school. The items in the checklist are keyed to behavioral objectives indicative of motivation. The items focus on motivation to the learning of subject matter, independence of motivation, and conformance to rules of conduct.

* Included in: Klausmeier, Herbert J. *The Use of Individual and Group Goal-Setting Conferences As a Motivational Device to Improve Student Conduct and Increase Student Self-Direction: A Preliminary Study*. Madison, Wisconsin: The University of Wisconsin Research and Development Center for Cognitive Learning, March 1970.

Teacher Assessment of Student Checklist by Herbert J. Klausmeier; 1970; Kindergarten-Grade 6; Wisconsin Research and Development Center for Cognitive Learning.*

Behaviors indicative of the student's motivation to achieve in school are rated by the classroom teacher. Emphasis is placed on learning subject matter, independence of motivation, and conformance to rules of conduct. The items are keyed to behavioral objectives indicative of motivation.

* Included in: Klausmeier, Herbert J. *The Use of Individual and Group Goal-Setting Conferences As a Motivational Device to Improve Student Conduct and Increase Student Self-Direction: A Preliminary Study*. Madison, Wisconsin: The University of Wisconsin Research and Development Center for Cognitive Learning, March 1970.

Washington University Sentence Completion Test for Measuring Ego Development by Jane Loevinger, Ruth Wessler, and Carolyn Redmore; c1970; Ages 12-Adults; Jossey-Bass, Inc., Publications.*

A measure of the level of ego development in women and girls. The stages of ego development are: Presocial, Symbiotic, Impulsive, Self-Protective, Conformist, Conscientious, Autonomous, and Integrated.

* Included in: Loevinger, Jane, Wessler, Ruth, and Redmore, Carolyn. *Measuring Ego Development (Volumes I and II)*. San Francisco: Jossey-Bass, 1970.

Miscellaneous, Sensory-Motor, Unidentified:

Auditory Analysis Test by Jerome Rosner and Dorothea P. Simon; 1970; Kindergarten-Grade 6; Learning Research and Development Center, University of Pittsburgh.

A measure of auditory perception which requires the examinee to repeat a spoken word, then to repeat it again without certain specified phonemic elements, such as the beginning, ending, or medially positioned consonant sounds. Task categories are: Omission of the Final Syllable of a Two-Syllable Word; Omission of the Initial Syllable of a Two-Syllable Word; Omission of the Final Consonant of a One-Syllable Word; Omission of the Initial Consonant of a One-Syllable Word; Omission of the Final Consonant of a One-Syllable Word; Omission of a Medial Consonant; Omission of the First Consonant of a Consonant Blend; and Omission of a Medial Syllable.

Beep Masking Test; Not Dated; Ages 6-12; Institute for Developmental Studies, New York University.

An individually administered measure of the ability to recognize an auditory stimulus regardless of masking. Testing requires electronic equipment.

Behavior Rating Scale by Marion Karl, Russell Scott, and Vivien Richman; 1969; Ages 6-10; Learning Research and Development Center, University of Pittsburgh.

A summated rating scale based on behavioral correlates of learning disabilities. The scale can be used with mentally retarded, emotionally disturbed, and "normal" children.

Bimodal Reaction Time Test; Not Dated; Grades 1-6; Institute for Developmental Studies, New York University.

Measures responsitivity to various modes of stimulation and to sequences of modes. The test requires the use of a bimodal reaction-time apparatus. Subscores are: Simple Reaction Time to Sounds; Simple Reaction Time to Light; Reaction Time to Sound (or Light) Preceded by Light; and Reaction Time to Light Preceded by Light or Sound Preceded by Sound.

Checklist for the Detection of Learning Problems: Experimental Form for Primary Grades: Second Draft by Henrietta Lempert; 1972; Kindergarten-Grade 2; Henrietta Lempert.

A teacher-completed checklist for rating the child's development in terms of the average performance of his class. Areas assessed are: Oral Skills, Listening Skills, Number Skills, Position in Space and Time, Visual Skills, Movements, Handwork, Social Adjustments, and Reading and Writing (appropriate for first and second grades only).

Classroom Interaction Management Analysis Record by Richard A. Schuster; 1969; Preschool-Grade 16+; Richard A. Schuster.

An observation technique, which can be used in any classroom situation, to provide information about the learning atmosphere. The system focuses on person-to-person talk on both the cognitive and affective level. Interactions are classified in such a way as to specify the race and sex of the speaker and the audience. A three-dimensional code enables the observer to assess who is speaking to whom and by what means or kinds of verbal behavior.

Classroom Noise Masking Test; Not Dated; Ages 6-12; Institute for Developmental Studies, New York University.

An individually administered test of the child's ability to recognize a stimulus word masked by recorded classroom noise at varying levels of intensity and density. Electronic equipment is required for testing.

Classroom Sociometric Analysis by Eddie E. Myers; c1970; Grades 7-12; Educational Research Council of America.

An accumulation of various procedures widely used in sociometric analysis. Included are: *How I See Other Students, Form A,* which requires the child to respond to "most-prefer, least-prefer" work and play questions; *How I See Other Students, Form B,* which provides an opportunity for the investigator to ask questions specific to his interests; the *Sociomatrix* a form for recording the data for each question asked; and the *Mutual Identification Key* which simplifies the location of mutual choices.

Coping Analysis Schedule for Educational Settings (CASES) by Robert L. Spaulding; c1968; Preschool-Grade 12+; Robert L. Spaulding.

An observation system which can be used in any classroom setting and with children as young as two years. Emphasis is placed on affective and psychomotor dimensions of student behavior. Behaviors assessed are: Aggressive Behavior; Negative (Inappropriate) Attention-Getting Behavior; Manipulating and Directing Others; Resisting Authority; Self-Directed Activity; Paying Rapt Attention; Sharing and Helping; Social Interaction; Seeking Support; Assistance and Information; Following Directions Passively and Submissively; Observing Passively; Responding to Internal Stimuli; and Physical Withdrawal or Avoidance.

Criteria for Assessing School Reading Programs; c1970; Kindergarten-Grade 12; Connecticut Association for Reading Research (c/o Nora D. Adams).

A series of instruments designed to assist schools improve their reading programs by identifying school practices that need improvement. The nine instruments included are: Individual Staff Member Questionnaire; Individual School Background Information; Systemwide Background Information; Kindergarten; Pre-Primary Program; Elementary Instructional Reading Program; Content-Area Instructional Reading Program; Independent Reading Program; Remedial/Corrective Reading Program; and Summary Evaluations, Commendations, and Recommendations.

Familiar Words Test - Repetition; Not Dated; Grades 1-6; Institute for Developmental Studies, New York University.

An individually administered test of auditory discrimination and perception. The examinee is asked to say the words that he hears. A tape recorder is needed for testing.

Grid Masking Test; Not Dated; Ages 6-12; Institute for Developmental Studies, New York University.

An individually administered measure of the ability to recognize a stimulus picture hidden by a patterned grid. Testing requires the use of an electronic tachistoscope.

Information Utilization Inventory by Frank E. Williams; Not Dated; Grades 13-16+; Frank E. Williams.

Designed to elicit data on the classroom utilization of theoretical information obtained in teacher education courses.

Kansas Reflection-Impulsivity Scale by John C. Wright; c1971; Preschool; Central Midwestern Regional Educational Laboratory, Inc.

An individually administered test of reflection-impulsivity, the extent to which the child considers the validity of his response before making it.

Observer's Rating Form by John Pierce-Jones, Bill S. Caldwell, and Emma Lou Linn; c1966-67; Preschool-Grade 3; Child Development Research and Evaluation Center, University of Texas.

A 47-item form for rating specific behavior patterns of teachers in preschool and primary grade classes. The factors assessed are: Stimulating Cognitive-Perceptual Development, Warmth and Supportiveness, Respect for Child, Motor Skills and Psychological Support, Teacher Dependency Need, Positive vs Negative Reinforcement, Perceptual and Emotional Control, and Middle Class Orientation.

Observer's Rating Form: Short Form by Bill S. Caldwell, John Pierce-Jones, and Emma Lou Linn; c1966; Preschool-Grade 3; Child Development Research and Evaluation Center, University of Texas.

A 25-item form for rating specific patterns of teacher behaviors. The *Short Form* adapted from the 47-item regular form, assesses the following factors: Cognitive-Perceptual Behaviors, Development of the Child's Perceptual Motor Behavior, the Child's Social Interactions, the Child's Emotional Development, and the Motivation of the Child.

Parent Educator Weekly Home Visit Report; Circa 1970; Adults; Follow Through Project, Institute for Development of Human Resources, University of Florida.

An aid in assessing maternal teaching style. Information is recorded concerning mother-child interaction in a task-teaching and task-learning situation.

Parent Practices Inventory by Rue L. Cromwell; 1966-69; Adults; Rue L. Cromwell.

A self-report inventory of child-rearing practices. Areas covered are: Identifying Information, Description of All Children in the Home, Description of Parental Practices, Description of the Child's Experiences, Home Practices, and Home Values.

Rosner Perceptual Survey: Experimental Edition by Jerome Rosner; 1969; Ages 6-10; Learning Research and Development Center, University of Pittsburgh.

A screening measure for the identification of perceptual-motor dysfunction requiring approximately 30 minutes for administration. The test can be used with emotionally disturbed, mentally retarded, and "normal" children. Subtests are: General Status, Word Repetition, Near Visual Acuity, Stereopsis, Auditory Organization, Developmental Drawing, Cover, Near Point of Convergence, Ocular Pursuits, Retinoscopy, Motor Skills, Body Image, Rhythmic Hop and Rhythmic Tap, Split-Form Board, Auditory-Visual, Factual-Visual, and the *Rutgers Drawing Test.*

Rosner-Richman Perceptual Survey: Experimental Edition by Jerome Rosner and Vivien Richman; 1969; Ages 6-10; Learning Research and Development Center, University of Pittsburgh.

A screening measure for the identification of perceptual-motor dysfunction. The test, which requires 15 minutes for administration, can be used with emotionally disturbed, mentally retarded, and "normal" children. Subtests are: General Status, Word Repetition, Auditory Organization, Developmental Drawing, Near Point of Convergence, Motor Skills, Body Image, Rhythmic Hop and Rhythmic Tap, Auditory-Visual and the *Rutgers Drawing Test.*

Spaulding Teacher Activity Rating Schedule (STARS) by Robert L. Spaulding; c1968; Preschool-Grade 12+; Robert L. Spaulding.

An observation system which is concerned with the overt efforts of the teacher to bring about change in the social and cognitive behavior of pupils in a classroom setting. The system also provides a measure of the amount of time a teacher spends working with pupils' cognitive structures focusing on the modification of thinking. The categories used to classify interaction are: Cognitive Structuring (teacher-child transacting focusing on modification of thinking and conceptual structures); Behavior Management (teacher-child transactions focusing on modification of social transactions, impulse control, and classroom routine); Motor Structuring (teacher-child transactions focusing on modification of motor activities, including fine motor and gross motor control); Converse (teacher-child transactions which are not focused on modification of child behavior); and Non-child (teacher behaviors which are not child-oriented, but rather, are personal, private, or adult transactions). The social behavior management categories are: Approval; Disapproval; Structuring (teacher sets, or elicits performance goals and action or proscribes certain actions without aversive affect); Restructuring (teacher repeats, clarifies, or modifies structuring behaviors); Information (teacher conveys information without setting or eliciting performance); and Listening and Observing (teacher non-verbal transactional behaviors).

Visual Analysis Test by Jerome Rosner; 1971; Kindergarten-Grade 2; Learning Research and Development Center, University of Pittsburgh.

An individually administered measure of the ability to copy geometric designs, a predictor of general visual-motor development. The test, which is individually administered, can be used as a teaching aid. The rationalization for this use of the test items is that the items were developed to assess the attainment of specific behavioral objectives and that acquiring competency in the behaviors the items represent will be generalized to other related tasks.

White-Noise Test; Not Dated; Ages 6-12; Institute for Developmental Studies, New York University.

An individually administered test of the ability to recognize common sounds which are masked by white noise, the noise that is heard when many sound waves of different lengths are combined so that they reinforce or cancel one another in a haphazard fashion.

ANNOUNCEMENTS RECEIVED

ACS Biochemistry Test: Form 1972; Grades 13-16+; American Chemical Society Examinations Committee.

The test covers macromolecular biochemistry; biochemical synthesis; activities of enzymes intermediary metabolism; and the physical and chemical properties of carbohydrates, lipids, and proteins.

ACS Graduate Level Placement Examinations—Physical Chemistry Tests: Form 1972 by Harry G. Day; Grades 16+; American Chemical Society Examinations Committee.

Designed for use by departments of chemistry, chemical engineering and biochemistry that have programs leading to a master's and/or doctoral degree.

ACS Inorganic Chemistry Tests: Form 1972; Grades 15-16; American Chemical Society Examinations Committee.

Designed for undergraduate juniors and seniors in an inorganic course that parallels or follows an elementary physical chemistry course. The test covers theoretical and descriptive inorganic chemistry, including nomenclature, bonding, structure, reaction mechanisms, coordination chemistry, and thermodynamics of inorganic elements and compounds. A second section of the test consists of essay questions covering structure, bonding, thermodynamics, coordination chemistry, and synthesis.

ACS-NSTA Cooperative Advanced High School Chemistry Test: Form 1972 Advanced; Grades 10-13; American Chemical Society Examinations Committee.

Designed specifically for advanced or honors courses in high school chemistry. The test can be used by colleges and universities as placement tests for entering students.

Communication Knowledge Test; Adults; Organizational Tests Ltd., Canada.

A measure of general communication knowledge for managers. Items cover fallacies in verbal and nonverbal communication.

Communication Sensitivity Test; Adults; Organizational Tests Ltd., Canada.

Designed to reveal the characteristic response of a manager to others who come to him with problems. The test consists of ten quotes which express problems with a superior, co-workers, subordinates, job, etc. The respondent is asked to select the response which best describes what he would say. The responses are classified as: Feeling, Challenge, More Information, and Recommendation.

Culture Shock Test; Adults; Organizational Tests Ltd., Canada.

Designed for those who plan to work outside of their own culture. Subscales are: Western Ethnocentrism, Cross-Cultural Experience, Cognitive Flex, Behavioral Flex, Cultural Knowledge—Specific, Cultural Knowledge—General, Customs Acceptance, and Interpersonal Sensitivity.

Inventory of Readiness Skills by Jack Shelquist, Barbara Breeze, and Bette Jacquot; c1969-70; Preschool-Grade 1; Educational Programmers Company.

A school readiness test which can be used with "normal," mentally retarded, and learning disabled children to determine their strengths and weaknesses. Subtests are: Auditory Memory Sequential, Word Discrimination, Body Awareness, Locational and Directional Concepts, Color Discrimination, Visual-Motor Coordination, Visual Perception of Letters, and Letter Names.

Managerial Values Inventory; Adults; Organizational Tests Ltd., Canada.

Designed to provide insights into a manager's value system. Values assessed are: Theoretical, Power, Effectiveness, Achievement, Human, Industry, and Profit.

National Teacher Examinations: Teaching Area Examination—Guidance Counselor; c1972; Grades 16+; Educational Testing Service. Available for administration November 11, 1972.

The major areas covered on the test are: Interpersonal Communication, Observing and Describing, Goal Setting, Systems for Changing Behavior, Finding and Providing Information, and Evaluating Outcomes. In addition to the traditional paper-and-pencil format, a portion of the examination will include audio-taped counseling vignettes.

Organizational Health Survey; Adults; Organizational Tests Ltd., Canada.

Assesses the attitudes of managers to the organization in the following areas: goals, leadership, organization structure, communication, conflict management, psychological contract, human resource management, and creativity.

Science Attitudes Questionnaire by Larry Skurnik and Patricia Jeffs; Ginn and Company Ltd., Great Britain.

A measure of children's attitudes toward science. Subscales are: Interest in Science, Social Implications of Science, Learning Activities, Science Teachers, and School.

Self-Actualization Test; Adults; Organizational Tests Ltd., Canada.

Measures the degree to which the following needs are unfulfilled: Physical, Security, Relationships, Respect, Independence, and Self-Actualization. A need profile is provided by graphically depicting the intensity of the unfulfilled needs.

X-Y-Z Test; Adults; Organizational Tests Ltd., Canada.

Designed to discover underlying managerial assumptions in terms of view of man as a beast, a self-actualizing being, or a rational being.

TESTING PROGRAMS, 1972-1973

Testing Program	*Administration Dates*	*For further information write to:*
ACT Assessment Program	Oct. 21, Dec. 9, Feb. 24, Apr. 28, July 21	ACT Assessment Program P.O. Box 168 Iowa City, Iowa 52240
Accreditation Examination for Medical Record Technicians	Sept. 7, 1972	The Psychological Corporation 304 East 45th Street New York, New York 10017
Admission Test for Graduate Study in Business	Aug. 12, Nov. 4, Feb. 3, Apr. 7, June 30, Aug. 11	Educational Testing Service Box 966 Princeton, New Jersey 08540
American Board of Obstetrics and Gynecology	June 25	American Board of Obstetrics and Gynecology 100 Meadow Road Buffalo, New York 14216
American College Testing Program	See ACT Assessment Program	
American Institute of Certified Public Accountants College Accounting Testing Program	Schedule must be obtained from the publisher.	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Institute of Certified Public Accountants Professional Accounting Testing Program	Schedule must be obtained from the publisher.	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Occupational Therapy Registration Examination	Jan. 26, June 29	American Occupational Therapy Association, Inc. 251 Park Avenue South New York, New York 10010
Annual High School Mathematics Examination	March 13	Dr. Henry M. Cox Annual High School Mathematics Examination University of Nebraska Examinations Service 194 W. Nebraska Hall Lincoln, Nebraska 68508
Architectural School Aptitude Test	Dec. 16, Feb. 10	Educational Testing Service Princeton, New Jersey 08540
Betty Crocker Search for the American Homemaker of Tomorrow	Dec. 4	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
Certificate in Data Processing Examination	Feb. 17	CDP Section, Education Department Data Processing Management Association International Headquarters 505 Busse Highway Park Ridge, Illinois 60668

TESTING PROGRAMS, 1972-1973 (Continued)

Testing Program	*Administration Dates*	*For further information write to:*
College Entrance Examination Board Achievement Tests	Dec. 2, Jan. 13, Mar. 3, May 5, July 14	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Entrance Examination Board Advanced Placement Examinations	May 14-18	Educational Testing Service Box 977 Princeton, New Jersey 08540
College Entrance Examination Board Preliminary Scholastic Aptitude Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
College Entrance Examination Board Scholastic Aptitude Test	Nov. 4, Dec. 2, Jan. 13, March 3, Apr. 7, July 14	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Entrance Examination Board Supplementary Achievement Tests	Feb. 6 (Greek)	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Level Examination Program	Third week of each month. Schedule is available from the publisher.	College Level Examination Program Box 592 Princeton, New Jersey 08540
Colleges of Podiatry Admission Test	Dec. 2, Mar. 10, Aug. 18	Educational Testing Service Princeton, New Jersey 08540
Dental Aptitude Testing Program	Oct. 6-7, Jan. 5-6, Apr. 27-28, Oct. 12-13	American Dental Association Council on Dental Education 211 East Chicago Avenue Chicago, Illinois 60611
Dental Hygiene Aptitude Testing Program	Nov. 10-11, Feb. 2-3, May 11-12	American Dental Hygienists' Association 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Practical Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Graduate Record Examinations	Oct. 28, Dec. 9, Jan. 20, Feb. 24, Apr. 28, June 16	Educational Testing Service Box 955 Princeton, New Jersey 08540
Graduate School Foreign Language Tests	Oct. 14, Feb. 3, Apr. 14, July 28	Educational Testing Service Princeton, New Jersey 08540

TESTING PROGRAMS, 1972-1973 (Continued)

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Law School Admission Test	Oct. 21, Dec. 16, Feb. 10, Apr. 14, July 28	Educational Testing Service Box 944 Princeton, New Jersey 08540
Medical College Admission Test	Oct. 7. Complete schedule must be obtained from the publisher.	Medical College Admission Test The Psychological Corporation 304 East 45th Street New York, New York 10017
National Council of Architectural Registration Boards Examination	Schedule must be obtained from the publisher.	National Council of Architectural Registration Boards 2100 M Street, N.W. Washington, D. C. 20037
National Council of Engineering Examiners Fundamentals of Engineering Examination	Dec. 7-9, Apr. 12-14	National Council of Engineering Examiners Box 752 Clemson, South Carolina 29731
National Educational Development Tests	Oct. 17-28, Feb. 10-24	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
National Merit Scholarship Qualification Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test.	
National Teacher Examinations	Nov. 11, Jan. 27, Apr. 7, July 21	Educational Testing Service Box 911 Princeton, New Jersey 08540
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Oct. 24, Oct. 28	Educational Testing Service Box 589 Princeton, New Jersey 08540
Registration Examination for American Dietetic Association	Oct. 21	The Psychological Corporation 304 East 45th Street New York, New York 10017
Registration Examination for Medical Record Administrators	Oct. 6	The Psychological Corporation 304 East 45th Street New York, New York 10017
Secondary School Admission Test	Mar. 10, May 12	Educational Testing Service Box 922 Princeton, New Jersey 08540
Test of English as a Foreign Language	Oct. 30, Jan. 15, Mar. 26, June 4	Educational Testing Service Box 899 Princeton, New Jersey 08540
Veterinary Aptitude Test	Nov. 11	The Psychological Corporation 304 East 45th Street New York, New York 10017

TESTS NO LONGER AVAILABLE

Bookkeeping Achievement Test—First Year; McGraw-Hill Book Company.

Brainard Occupational Preference Inventory; The Psychological Corporation.

Cardiac Adjustment Scale; Educational and Industrial Testing Service.

Diagnostic Inventory Group Evaluation Survey Tests; Science Research Associates, Inc.

Engineering and Physical Science Aptitude Test; The Psychological Corporation.

Guidance Summary Form for Educational-Vocational Counseling; The Psychological Corporation.

Nebraska Test of Learning Aptitude for Young Deaf Children; Institute of Psychological Research, Canada.

New Junior Maudsley Inventory; Educational and Industrial Testing Service.

Rating Scales of Vocational Values, Interests, and Aptitudes; Educational and Industrial Testing Service.

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TEST REVIEWS

Assessment Program of Early Learning Levels; ENCODYNE Corporation.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education in *Journal of Special Education,* Summer 1971, Vol. 5, No. 2, pp. 195-198.

Measuring Ego Development, Volume I. Construction and Use of a Sentence Completion Test. Volume II. *Scoring Manual for Women and Girls;* Jossey-Bass.

Reviewed by Leon H. Levy, Indiana University, in *Professional Psychology,* Winter 1972, Vol. 3, No. 1, pp. 87-88.

Remote Associates Test; Houghton Mifflin Company.

Reviewed by Margaret E. Backman and Bruce W. Tuckman, Rutgers University, in the *Journal of Educational Measurement,* Summer 1972. Vol. 9, No. 2, pp. 161-162.

Screening Test for the Assignment of Remedial Treatments; Priority Innovations, Inc.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in *Journal of Special Education,* Summer 1971, Vol. 5, No. 2, pp. 191-194.

Vocational Preference Inventory; Consulting Psychologists Press.

Reviewed by W. Bruce Walsh, The Ohio State University, in the *Journal of Educational Measurement,* Summer 1972, Vol. 9, No. 2, pp. 167-169.

NEW REFERENCES

Buros, Oscar K., Editor. *The 1938 Mental Measurements Yearbook.* Highland Park, New Jersey: The Gryphon Press, 1938. Pp. xv + 445. $15.00.

The first volume of the *Mental Measurements Yearbooks* has been reissued.

Buros, Oscar K., Editor. *The 1940 Mental Measurements Yearbook.* Highland Park, New Jersey: The Gryphon Press, Pp. xxv + 674. $17.50.

The second volume of the *Mental Measurements Yearbooks* has been reissued.

Caro, Francis G., Editor. *Readings in Evaluation Research.* New York: Russell Sage Foundation, 1971. Pp. xiv + 418. $12.50.

A collection of articles intended for students and professionals concerned with evaluation research and other persons who formulate policies based on the findings of evaluative research. Included in the volume are papers on the nature of the evaluation task, the role of evaluative research in programs of directed change, the organizational context in which evaluative research is conducted, and the appropriate methodological strategies.

Ebel, Kenneth E. *The Recognition and Evaluation of Teaching.* Salt Lake City, Utah: The Project to Improve College Teaching,* 1970. Pp. viii + 111. $1.00.

A monograph presenting information and philosophies about the recognition and evaluation of effective teaching at the college and university level. Some specific topics discussed are: the advisability, content, and uses of student evaluations.

* Copies are available from the American Association of University Professors.

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Goodstein, Leonard D. and Lanyon, Richard I., Editors. *Readings in Personality Assessment.* New York: John Wiley & Sons, Inc., 1971. Pp. xiii + 792. $11.95.

A book of readings compiled primarily for clinicians, researchers, and theoreticians. Included in the book are articles on the history of personality assessment; the conceptual framework for understanding personality and personality assessment; various approaches to the development of standardized assessment procedures, the assessment of personality through the use of behavior sampling and biographical data; the reliability, validity of the use of personality measures in research; and the invalid and immoral use of personality tests.

Green, Donald Ross, Ford, Marguerite P., and Flamer, George B. *Measurement and Piaget.* New York: McGraw-Hill Book Company, 1971. Pp. ix + 283. $11.50.

The proceedings of the CTB/McGraw-Hill Conference on Ordinal Scales of Cognitive Development. The papers read at the Conference are concerned with the theoretical problems in Piaget's system; measurement problems related to, but not specific to Piagetian theory; and various aspects of measurement applied to Piagetian theory.

Weiss, Joel, Editor. *"Curriculum Evaluation: Potentiality and Reality."* (Curriculum Theory Network 8/9, 1971-72 —Monograph Supplement). Toronto, Canada: Ontario Institute for Studies in Education, 1971-72. $2.50.

An analysis of models and methodologies in curriculum evaluation. Some of the topics considered are: priorities; needs assessment; interdisciplinary contributions; and formative, summative, and transactional evaluation. A description of the Phi Delta Kappa model is included.

Whybrew, William E. *Measurement and Evaluation in Music: Second Edition.* Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971. Pp. ix + 210. $4.95.

A guide to the selection, use and interpretation of achievement and aptitude tests in music. Some of the topics covered are: the psychological bases of musical aptitude tests, problems in music testing, analyses of existing measures of musical aptitude and achievement, construction of classroom tests, and course grading.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin.*

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Connecticut Association for Reading Research
c/o Mrs. Nora D. Adams
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577 College Avenue
Palo Alto, California 94306

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Annual High School Mathematics Examination
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Lincoln, Nebraska 68508

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